

Program 060

## SPI - Transitional Bilingual Instruction

### Recommendation Summary

Dollars in Thousands

	Annual FTEs	General Fund State	Other Funds	Total Funds
<b>2003-05 Expenditure Authority</b>		106,705	44,544	151,249
<b>Total Maintenance Level</b>		123,080	45,561	168,641
Difference		16,375	1,017	17,392
Percent Change from Current Biennium		15.3%	2.3%	11.5%
<b>Performance Changes</b>				
Pension Method Change		(2,863)		(2,863)
<b>Subtotal</b>		(2,863)		(2,863)
<b>Total Proposed Budget</b>		120,217	45,561	165,778
Difference		13,512	1,017	14,529
Percent Change from Current Biennium		12.7%	2.3%	9.6%
<b>Total Proposed Budget by Activity</b>				
Bilingual Education		120,217	45,561	165,778
<b>Total Proposed Budget</b>		120,217	45,561	165,778

### ACTIVITY DESCRIPTIONS

#### Bilingual Education

State and federal laws require public schools to provide instructional assistance to students whose first language is not English. The purpose of bilingual, or language acquisition, education is to ensure that students receive grade-level instruction while they develop the English language skills needed to study at grade level in a regular English classroom. School districts provide transitional bilingual programs for approximately 80,000 students per year. The state bilingual program is defined as a basic education program. Federal programs also provide funding to meet the special needs of migrant children, including providing those students an opportunity to meet high academic standards, coordination of intra- and interstate migrant services, and encouraging family literacy. In addition, this activity provides for statewide technical assistance for school districts receiving federal grants related to bilingual and migrant educational programs.